

During this phase, participants learn about the design and delivery of all Amicus programs. Emphasis is on proper placement of students, the Amicus prescription process, and lesson design and instructional techniques.

Follow-up workshops, lasting 2-3 hours are held during the first three months, for all employees. During the first two weeks of the "Application Sequence" of Amicus' training program, new employees will have a percentage of their portfolios reviewed by a supervisor. Additionally, the "Evaluation Sequence" of the training program includes a 45- and 90-day performance review as well as a 90-day knowledge assessment. Teachers must pass this latter assessment with a score of 90% or higher to remain in the Amicus program.

Amicus complies with all state and local requirements for employee background checks, in each location of operation. Applicants are also subjected to a three-step review process including resume evaluation, screening by phone, and a formal in-person interview. If a candidate is selected for an interview, they will receive a written application as well as a Background/Teaching/Education Verification form, which is completed by Amicus. In some instances, applicant fingerprints will be taken, depending upon local and/or state requirements.

Beginning in pre-service training, our staff is also supported in working with students from diverse backgrounds. Amicus has experience providing instruction services to low performing students from diverse geographic, socioeconomic and cultural backgrounds in urban communities across the country. Amicus has experience with students who are homeless or from migrant families and has worked with small Native American populations, and with students whose families have immigrated from the Far East, Near East, Eastern Europe, and Central and South America. Training content includes encouraging sensitivity and responsiveness, as well as acceptance and appreciation for the individuality of our students and their families. Training regarding specific cultural content is incorporated as appropriate. With 690 students enrolled in Amicus programs in 2001-2002, Amicus instructors desire to rank among the largest providers of supplemental educational services to Title I students for years to come.

3. Provide evidence of the program's effectiveness in increasing student achievement.

Amicus assesses its progress in increasing academic achievement, in part, by analyzing Normal Curve Equivalent gains (NCEs), as measured by pre- and post-program performance on a nationally recognized standardized assessment, the California Achievement Test (CAT/5). An analysis of state- and federally-funded Amicus Small Group programs over the past three years ending in the 2000-2001 school year (where comparable data was available) demonstrated a consistent average of 5 NCE gains or higher in Reading and 6 NCE gains or higher in Math. For 2000-2001, average NCE gains for Small Group Reading and Math were both 6. For reading, CAT/5 NCE gains reflect performance on the vocabulary and comprehension subtests and the overall

reading performance. For math, stated results reflect performance on the CAT/5 total math and subscales, computation and concepts and applications.

Review of the NCE scores assumes that NCE gains of greater than zero between the pre- and post-test are indicative of academic growth. The underlying assumption is that students who are maintaining their academic pace over time will achieve the same NCE each year. Therefore, students with NCE gains greater than zero are viewed as achieving accelerated academic performance. Given that most of the students referred to the Amicus program are performing in the lowest quartile, maintaining their pace in mastering grade appropriate material is not enough; it is necessary to accelerate their mastery of grade-specific content.

In August of 2000, Detroit Public Schools' accountability division submitted a board exhibit (available, upon request) including several analyses of Amicus instructional programs at Denby High School, Columbus Middle School, Brewer and Joyce Elementary Schools for a three-year period from 1999-2001 through 2000-2003. Results for Amicus' reading program, using the ACT and California Achievement Test for pre- and post-test assessments, were as follows:

| | | |
|-----------|-------------------|--------------------------------|
| | <u>Brewer</u> | <u>Joyce</u> |
| 1999-2000 | +5 | +7 for Grade 3; +5 for Grade 2 |
| 2001-2002 | +8 | +11 |
| | <u>Columbus</u> | |
| 1999-2000 | +7 | |
| 2001-2002 | +9 | |
| | <u>Denby</u> | |
| 1999-2000 | 14.9 / ACT SCORES | |
| 2001-2002 | 15.4 / ACT SCORES | |

Results expressed in Normal Curve Equivalents

As the above table indicates, there have been consistent and substantial gains each year in student achievement for participating in the Amicus program.²

As of 2000-2001, the total number of students in Amicus-serviced schools was 691. Of these, 518 or 75% were eligible for free- and reduced-price lunch, suggesting that Amicus has experience in serving districts with high rates of low-income students. Students who began the program in the lowest quartile of performance on the ACT-9 have consistently shown dramatic increases in performance on an annual basis.

² "Detroit Board Exhibit" to Ms. Diane Tinsley-Fisher Principal Denby Technical High School in Detroit from Dr. Jerry Manlove-Simmons, Vice-President, Amicus, regarding "Summary of Amicus Program Results - Denby High School" August 8, 2000.

In 2001-02, Amicus delivered programs to more than 690 students in more than 9 schools, and in more than 3 districts and communities. Demographically, 90% of students served by Amicus' instructional programs are either African American or Hispanic.

In the fall of 2003, Amicus and the Don Bosco Hall formed a partnership to provide supplemental services to students in the Cherryhill School of Performing Arts and the Academy of Westland in Inkster and Westland Michigan respectively. Amicus has provided services to 40 students over this time and worked with district administrators, principals and teachers to tailor the programs to meet their specific needs.

4. Describe evaluation, monitoring for effectiveness and communication process.

a. Describe how the program will be monitored for effectiveness.

Amicus believes that it is important to regularly seek feedback from program participants, including students, Amicus teachers, students' school teachers, principals and parents. This feedback is frequently gathered via surveys. Our satisfaction survey of 8 principals yielded the following results:

- 92% of respondents felt that the quality of instruction provided by Amicus was either "Excellent" or "Good."
- 90% of respondents expressed either "Excellent" or "Good" overall satisfaction with all the services Amicus has provided.
- 96% "Strongly Agreed" or "Agreed" that Amicus staff respond whenever there are questions regarding the program.

Our satisfaction surveys of 167 parents yielded the following results:

Satisfaction surveys will be administered at the end of the each semester. A simple one-page questionnaire will be given to parents, students and parents to determine their subjective impressions of the program. Items such as "did the staff treat you with dignity and respect" and "were the facilities clean and well maintained" will be included. This will be quantified and shared with staff to integrate the lessons into continual improvements in the quality of the program.

- 89% of respondents "Strongly Agreed" or "Agreed" that their child was doing better in Reading or Math since attending the Amicus program.
- 89% of respondents "Strongly Agreed" or "Agreed" that their child's attitude toward learning had improved since attending the Amicus program.

b. Describe how the progress of students receiving supplemental education services will be measured and which assessments will be used.

Amicus administers a battery of diagnostic assessments in order to obtain a complete profile of every child, make informed decisions about instructional level placement,